

# Physical Education Policy

Date agreed by Governors: \_\_\_\_\_

Review date: \_\_\_\_\_

Governor signature: \_\_\_\_\_

Date of next Review: June 2018

## General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

## Mission statement:

St Michael's VC School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

## School aims:

At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life which promotes British Values that enable all learners to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of peace, courage and respect.



### **Aims, objectives and rationale:**

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- to enable children to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- to enable children to experience a wide range of physical activities;
- for children to develop confidence and competence in performing different skills;
- for children to develop positive attitudes to physical activity;
- to Improve children's social and interpersonal skills;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- to contribute to a child's emotional, intellectual and personal development, particularly their self-esteem;
- to encourage children to work and play with others in a range of group situations;
- to build foundations for a healthy lifestyle and to have positive feeling about their physical abilities in adult life;
- to teach children to recognise and describe how their bodies feel during exercise;
- to ensure physical activity provision reflects the cultural and medical needs of pupils.

The rationale for PE is to:

- support the ethos of the school as a healthy promoting environment;
- respond to the increase in obesity and decreasing levels of activity among children;
- recognise that physical activity affects the ability of children to learn effectively;
- develop the role of the school in contributing to family and community health and well-being.

### **Teaching and learning style:**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities, contact/non-contact sports, the development of skills and tactical understanding and competitive and non-competitive activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity to collaborate with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended;
- setting tasks of increasing difficulty;



- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

#### **PE curriculum planning:**

- The curriculum overview plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.
- Weekly plan are created so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

#### **The Foundation Stage:**

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to understand about the changes that occur to their bodies as they exercise, to develop confidence and control of the way they move, to recognise the short term effects of exercise on the body and to be confident in the way they handle equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

#### **Contribution of PE to teaching in other curriculum areas:**

##### **Literacy**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

##### **Numeracy**

Children are required to use problem solving methods across activities and to measure distances, times and weights. PE activities develop the concept of turning through angles and division when required to divide into teams and groups. The four mathematical operations are used in points/scoring based activities. Skills in data handling are developed when children are asked to plot physical achievements in graph form.

##### **Information and communication technology (ICT)**

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Children use a concept keyboard to record the order of movements in their sequences of work. Older children compare each other's performance from recordings and use these to improve the quality of their work.

##### **Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Sporting achievement by pupils and teams is promoted in assembly.



### **Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

### **Teaching PE to children with special needs:**

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Within PE we differentiate in a variety of ways:

- pupil groupings
- resources (different equipment)
- pupil tasks, responsibility
- different allocation of time
- pupil roles

Children are never asked to pick teams as the school looks to reinforce positive feelings and not one of inadequacy as is likely to be experienced by those children who are routinely picked near the end of teams.

### **Assessment and recording:**

Teachers assess children's learning in PE as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

### **Resources:**

There is a wide range of resources to support the teaching of PE across the school. The resources are stored in well organised PE stores. Indoor PE equipment is stored in trolleys in the Hall while outdoor PE equipment is stored in an outside shed. Teachers are to ensure that children have access to the appropriate resources for their lessons. Under supervision children will be taught how to use resources appropriately and independently. Teacher will notify the PE co-ordinator of any damaged resources. Key Stage 2 pupils are taken off site to the Rossmore Leisure Centre, where they do Games activities and swimming.

### **Health and safety:**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Children are expected to wear a PE kit to ensure safe participation during sessions. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

### **Non-participation in PE:**



If a child has an injury that does not allow them to participate in a lesson they will need a note from a parent or carer stating the reason. If able to, the child may then take part as an umpire, so as to not miss out on learning. If this is not possible other provision will be made for that child.

**Playtime activities:**

The school provides a range of equipment to encourage physical activity at playtimes and lunchtimes (for KS2 this equipment is only available at lunchtimes due to the length of their playtime). The equipment is rotated weekly.

The school grounds have been developed to encourage physical activity. This includes a basketball area and a variety of playground markings.

**Extra-curricular activities:**

The school provides a range of physical activities for children at the end of the school day. These encourage children to further develop their skills. The school sends details of the current club activities to parents at the beginning of each term.

The PE related extracurricular activities offered at our school are:

- Youth and Fitness club – encouraging children into a range of differing sports.
- Multi- skill club KS1
- tag rugby / SAQ (Speed, Agility & Quickness)
- Fit Kids (year 2)
- dance club
- rounders club
- athletics club
- cross country

**Monitoring and review:**

The monitoring of the standards of children’s work and of the quality of teaching in PE is the responsibility of the PE co-ordinator. Throughout the school year planning and teaching will be reviewed across to ensure coverage of the new national curriculum. The work of the co-ordinator also involves supporting colleagues in the teaching of PE as well as keeping staff informed about developments in the subject. The PE co-ordinator feeds back to the head teacher annually to discuss the strengths and weaknesses in the subject and consider areas for further improvement.

The curriculum committee of the governing body will monitor the physical activity policy. This committee will report their findings and recommendations to the full governing body as necessary, if the policy appears to need modification.

**Signed:**

**Date:**

